



Literacy Achievement & Growth Plan 2025– 2026

William Dandy Middle School
Prepared for Literacy Leadership
& Instructional Staff



Current Data & Goals

Area	2024–25 Data	2025–26 Goal
• ELA Proficiency (6–8)	43%	56%
• Learning Gains (All)	58%	70%
• Lowest 25% Gains	63%	70%
• 6th Grade Proficiency	43%	50%
• 7th Grade Proficiency	30%	50%
• 8th Grade Proficiency	35%	45%



SMART Goals

Increase

- Increase ELA proficiency (6–8) from 43% to 56% by May 2026.

Improve

- Improve learning gains from 58% to 70% by May 2026.

Raise

- Raise lowest 25% learning gains from 63% to 70% by May 2026.

Improve

- To improve writing proficiency from 23% to 42% by May 2026

Increase

- Increase grade-level proficiency: 6th to 50%, 7th to 50%, 8th to 45%.

6TH/ 7th GRADE ELA DATA DIVE:

Ms. Thomas = *34% Average Prof. (51/148)*
38% Learning Gains (57/148)
20% Lowest Quartile (45/148)

TEACHER	PERIOD 1	PERIOD 2	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
	23 STUDENTS	29 STUDENTS	13 STUDENTS	29 STUDENTS	30 STUDENTS	24 STUDENTS
PROFICIENT	13% (3)	24% (7)	69% (9)	20% (6)	7% (24)	8% (2)
LEARNING GAINS	6	11	10	10	11	9
LOWEST QUARTLE / 25%	5	11	1	9	9	10
SCHOOL GRD = TOTAL # OF STUDENTS	6TH GRADE = 81/91 = 89% 7TH GRADE = 44/55 = 80%					

6TH / 7TH GRADE ADV. ELA DATA DIVE:

Ms. Daye = *71% Average Prof. (98/138)*
55% Learning Gains (77/138)
-1% Lowest Quartile (3/138)

TEACHER	PERIOD 1	PERIOD 2	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
	24 TOTAL	29 TOTAL	26 TOTAL	13 TOTAL	23 TOTAL	23 TOTAL
PROFICIENT	50% (12)	70% (23)	58% (15)	85% (11)	89% (16)	91% (21)
LEARNING GAINS	13	13	15	9	16	11
LOWEST QUARTLE / 25%	1	1	0	1	0	0
SCHOOL GRD = TOTAL # OF STUDENTS	6th GRADE – 100% 7TH GRADE – 18/19 = 99%					

7th / 8th GRADE ADV . ELA DATA DIVE:

Ms. Bornelus-Davis = *16% Average Prof. (22/132)*
46% Learning Gains (61/132)
24% Lowest Quartile (23/132)

TEACHER	PERIOD 1	PERIOD 2	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
	23 STUDENTS	19 STUDENTS	21 STUDENTS	26 STUDENTS	18 STUDENTS	25 STUDENTS
PROFICIENT	17% (4)	21% (4)	.04%(1)	23% (6)	27% (5)	.08% (2)
LEARNING GAINS	13	8	8	12	10	10
LOWEST QUARTLE / 25%	7	5	10	7	2	1
SCHOOL GRD = TOTAL # OF STUDENTS	7TH GRADE = 43/49 = 87% 8 GRADE = 63/79 = 79%					

6th Grade Gen. /8th GRADE ADV. ELA DATA DIVE: Mr.

Machado =

51% Average Prof. (68/131)

70% Learning Gains (92/131)

12% Lowest Quartile (16/131)

TEACHER	PERIOD 1 25 STUDENTS	PERIOD 2 17 STUDENTS	PERIOD 4 11 STUDENTS	PERIOD 5 25 STUDENTS	PERIOD 6 25 STUDENTS	PERIOD 7 28 STUDENTS
PROFICIENT	72% (18)	17% (3)	54% (6)	24% (6)	72% (18)	60% (17)
LEARNING GAINS	15	6	10	19	20	22
LOWEST QUARTLE / 25%		4	1	9		2
SCHOOL GRD = TOTAL # OF STUDENTS	<p>6th GRADE = 20/26 = 77%</p> <p>8TH GRADE = 126/ 131 = 96%</p>					

ELA ACHIEVEMENT BY GRADE

Grade Level PM 3 Trend	2023	2024	2025
6th Grade ELA	30%	33%	48%
7th Grade ELA	37%	31%	38%
8th Grade ELA	45%	45%	42%



Action Plan

- Hard and soft schedule changes – change the environment

Leveraging District support

- Modeling instructional strategies and facilitating PD

- Team ELA with REading for small group instruction

- Bi-monthly & quarterly data chats – Hard conversations

IReady Data

Progress

6th grade = 99/242 Early, At or Above Grade Level (40%)

38 LQ = 15%

85% On track (495-564)

7th grade = 49/238 = 20% Early, At or Above Grad (20%)

110 LQ = 46%

41/171 = Early, At or Above Grade Level (23%)

64 LQ = 37%

*104 Not Complete





Action Plan

- Weekly debriefs and Common Planning aligned to Scope & Sequence

Critical Thinking & Creative Writing (LQ/ Prof. Support)

- Deliberate Planning Symposiums driven by data

- Goal sheets for teachers & students

- Leveraging teacher expertise in small group instruction

- Bi-monthly & quarterly data chats

Barriers & Solutions

Consistent student exposure to high level questioning and student discourse

Maximizing Common Planning and Symposiums

Leveraging Master Teachers with Teaching Teams

Consistent monitoring for growth

WILDCATS

- Optimizing Support classes by streamlining instruction to focus and dig deeper on same standards
- Calendared weekly collaboration between ELA, Reading teachers and IFs
- Imbedding data chats and deeper dives into critical content and concepts into lesson plans.
- Focusing on W.I.L.D..C.A.T.S. as an instructional cycle and framework.



Rigorous Instruction with Intention

- Focus on Teacher Efficacy & Student Ownership

- ALD-aligned lessons to guide student discourse

- ESE/ESOL accommodations integrated supports (pull outs & push ins)

- Purposeful small group instruction

- Daily checks for understanding (CFUs)



Instructional Rounds – Wildcat Look-Fors

- WIGs & Learning Goals visible

- Algebraic Thinking in all grades

- Interactive Notebooks in use

- Student Talk & Discourse (70/30)

- Correct & Revise culture

- Flexible, data-driven small groups



Data Culture & Student Accountability

Data walls across school

Goal sheets for all

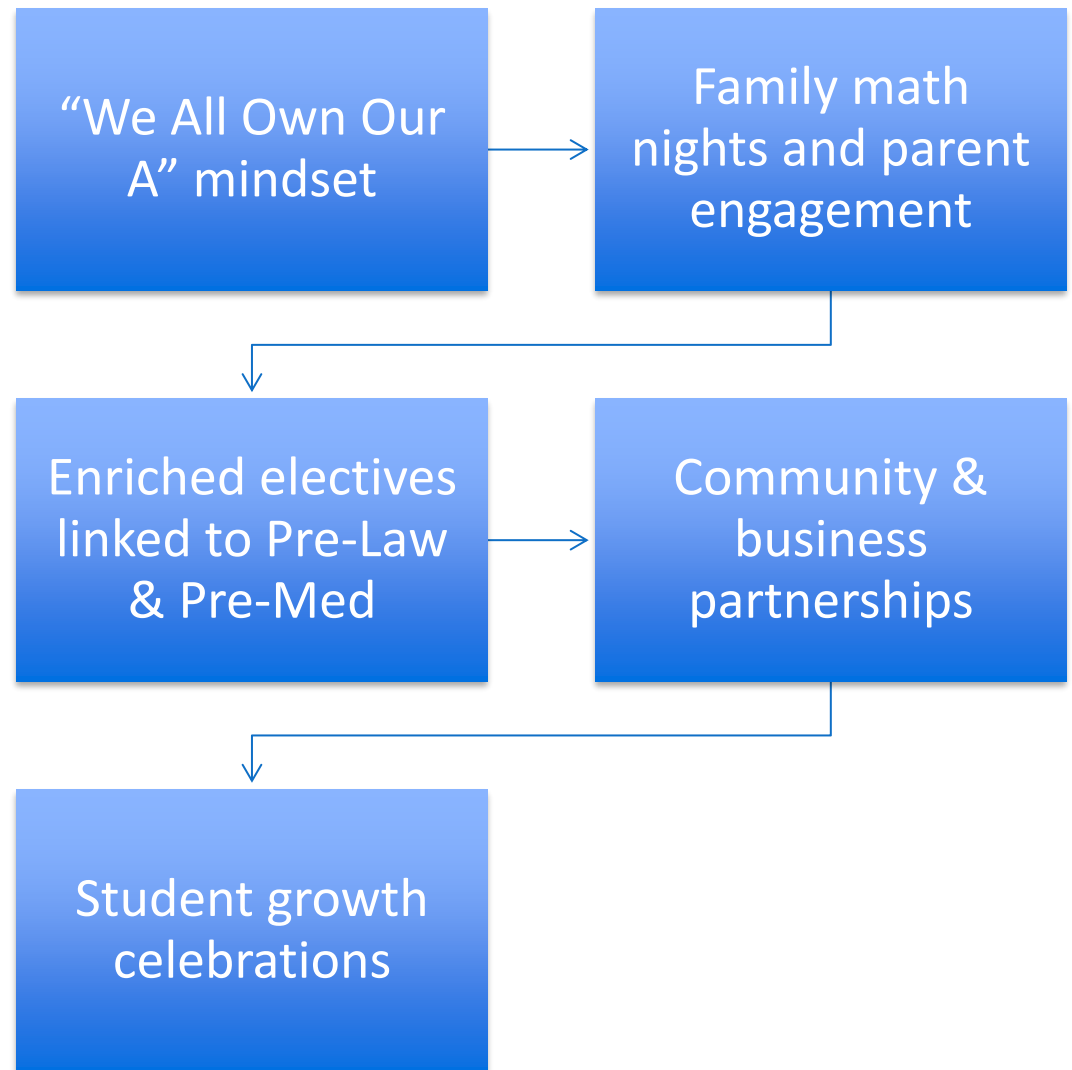
Student contracts
(behavior + academics)

Calendared data chats with students and parents

Weekly and bi-weekly checks for understanding



Culture, Families, & Magnet Innovation





Wildcat Non- Negotiables

- W.I.G.s posted in all classrooms

- Daily student engagement & discourse

- Interactive notebooks and CFUs

- Algebraic thinking emphasized

- Small groups meet weekly

- Students know and track their data



Timeline At-A- Glance

